

Areas of Learning

Physical – Physical Literacy



“Physical literacy comprises of a complex blend movement skills, physical awareness, cognitive understandings, and even general attitudes about physical activity and sport. From birth, children build up a vocabulary of movement and the learning of a single action can lead to a sequence of actions, which is gradually used to develop a range of movements.”

“Physical literacy is when children have developed the skills, confidence, and love of movement to be physically active for life.”

<https://Activeforlife.com>

TASK

Physical literacy and movement can involve a wide range of learning experiences for children in early years settings, practitioners must ensure they are supporting children’s agility, balance and coordination (The ABC’S of movement).

With a partner, categorise the skills listed below under the three headings:

1. **Stability** – are the movements where the body remains in place but moves around its horizontal and vertical axis
2. **Locomotor** – is a type of movement in which the body travels from one location to another
3. **Object control** – is a movement skill that requires an ability to handle one object or a piece of equipment with control.

Skills:

Turning

Freezing

Landing

Walking

Jumping

Pivoting

Throwing

Stretching

Hopping

Twisting

Dribbling

Striking

Kicking

Skipping

Collecting

Running

Bouncing

Bounding

Catching

Gallop

Curling

Now check your answers (answers at the bottom of the Q card)

TASK

Watch the short video: [Physical Literacy – Active For Life](#)

With a partner or within your team answer the questions below. Reflect on your own practice and discuss how you can improve the opportunities provided for physical literacy in your own setting:

- Just as you would foster a love of books, discuss how you promote a love for physical activity and movement in your setting? Do you feel that this is an area that requires developing? If so, think of ways on how you can do this?
- Do you provide the children with challenging physical opportunities? If not, how can you ensure you do this?
- Do you provide opportunities for the children to repeat and practice specific movements? and if so, how?
- Do you and the staff model physical activity and movement? Discuss the impact that this has on the children and why it so important.
- How can you make physical activity and movement FUN in your setting?
- Do you involve parents in supporting their child's physical literacy? If not, how can you develop this?

And remember:

“Physical literacy doesn’t just happen on its own. It’s a “vocabulary” of movement that has to be learned. To learn this physical vocabulary, children need to start in early childhood before they even start learning to count and write. Just as algebra and calculus require a foundation in basic maths, and writing sentences and paragraphs demand knowledge of the alphabet, the refined skills seen in different sports and physical activities require a foundation in the fundamental movement skills that are an essential part of physical literacy.”

Active for life.com

Further reading:

- [early_years_physical_literacy_framework.pdf \(london.gov.uk\)](#)
- [How to assess your child's physical literacy – Active For Life](#)
- [Body Talk – The Importance Of Physical Literacy in Early Years - Teachwire](#)

Answers:

1. **Stability:** Turning, Twisting, Freezing, Stretching, Curling, Landing, Pivoting
2. **Locomotor:** Walking, Running, Jumping, Skipping, Galloping, Bounding, Hopping
3. **Object Control:** Throwing, Kicking, Catching, Dribbling, Bouncing, Striking, Collecting